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ABSTRACT

The basic procedures for the recruitment, selection, induction, and development of administrative central office or building personnel are presented in this document. Also included are the addresses of 11 associations with which to advertise for administrative applicants, examples of interview questions and discussion statements, 10 steps to a better selection process, suggestions on what to look for in an applicant's resume (complete with a sample resume and application), strategies to improve interviewing techniques, psychologists' precautions for hidden signals that an interviewer should be alert to, and examples of both an administrator applicant preinterview packet and an interview committee screening instrument packet. (KM)

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IDAHO SCHOOL SUPERINTENDENTS ASSN MEETING

at the

Red Lion Riverside

Boise, Idaho

June 14-16, 1989

HOW TO HIRE TOP SCHOOL ADMINISTRATORS

Prepared by

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Dr. Roger L. Reynoldson, Director, U of I, Boise Center

U.S. DEPARTMENT OF EDUCATION
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PREPARING TO SELECT CENTRAL OFFICE AND BUILDING ADMINISTRATORS

Compiled by

Dr. Roger Reynoldson
University of Idaho, Boise Center

PLANNING PROCESS

- Personnel Recruitment
- Personnel Selection
- Personnel Induction
- Personnel Development

RECRUITMENT

- Position Description

1. How were the position descriptions developed? Who was involved in the development?

2. Do the position descriptions focus upon special needs and/or problems which the district wishes to address? How will items in the position description interface with the evaluation of persons in the position/s?

3. Are the goals and objectives of the district and/or school reflected in the position description?

4. Does the position description reflect both professional and personal attributes desired for the position? Are distinctions between management and leadership activities addressed?

5. Do the positions reflect the school requirements for the position rather than being merely copied from a model (Canned) position description?

- District Policy Statements

1. Does your district policy address promotion within the district as well as recruitment of administrators from outside of the district? Are your employment practices and procedures well defined?

2. Does your district handbook include well defined affirmative action procedures which address major equal opportunity legislation and orders?

. Methods of Recruitment

1. How broad will the search for prospective administrators be? in district? regional? statewide? nationwide?

2. Does your recruitment plan conform to the requirements of affirmative action statutes and orders? District affirmative action policies?

3. Does your district have a plan and/or program for preparing current staff members to assume administrative roles within the district?

. Information that the district generally supplies for the administrative candidates.

1. Position description
2. Community data (brochure)
3. School system data (brochure)
4. Physical location of the position
5. Overview of personnel policies and procedures
6. Salary range and benefits

. Application Procedure

1. Completion of the district application blank.
2. Submission of placement file.
3. Separate letters of reference.
4. Statement of educational philosophy as well as personal and professional goals.

SELECTION

. Screening Applicants (superintendency)

1. How will this be accomplished?

   a. Board of trustees alone?
   b. Committee appointed by the board of trustees (community members, teachers, building administrators, others)?
   c. Consultants from universities on "head hunters"?

. Screening Applicants (other administrative personnel)

1. The screening and selection plan should be developed and managed by the superintendent or his designee.

   a. Will a screening and selection committee recommend to the superintendent? If so, who will be placed on the committee and what will be the extent of their responsibilities?

. Selection Criteria

1. Information from the application blank
2. Interview data
3. Performance references
4. Medical history
5. Transcripts of credits
6. Performance assessment

   a. Writing sample to determine fluency in written communication.
   b. Use of video taped or written vignettes to assess administrative problem solving skills.
   c. Use of some type of measurement device to access applicant's knowledge of effective schools research, etc.

. Interviewing

1. Will the interviewing be a function of a committee or selected individuals in the district? It is important to include not only persons who supervise the employee, but also persons who have knowledge about the duties to be performed by the successful candidate (fellow administrators, teachers, parents, etc.)

2. Has an explicit set of questions been prepared for the interview? The same questions should be presented to all candidates.

3. Have persons who are to be involved in the interview been provided with some type of in-service relative to interviewing?

4. Will a checklist be used to rate applicants with respect to the selection criteria?

. Checking References

1. Calls should be made to references listed in the employment application.
2. Visits to the former work site should be conducted, if possible.

INDUCTION

Induction encompasses both short range and long range strategies.

1. Short range - to facilitate adjustment of the individual to the new role.
2. Long range - to initiate what is referred to as shaping or selected reinforcement of performance that satisfies the district standards.

. Where do you Advertise

Idaho School Boards Association
2815 Madison Street
P.O. Box 2577
Boise, Idaho 83702

Idaho Association of School Administrators
223 North 6th Street, Suite 424
P.O. Box 1837
Boise, Idaho 83701

American Association of School Administrators
The Job Bulletin available at 1801 N. Moore Street
Arlington, Virginia 22209

American Association of School Administrators The School Administrator available 15 1801 N. Moore Street
Arlington, Virginia 22209

Association for Supervision and Curriculum Development
225 North Washington Street
Alexandria, Virginia 22314

Association of School Business Officials
720 Garden Street
Park Ridge, Illinois 60028

National Association of Secondary School Principals
1904 Association Drive
Reston, Virginia 22091

National Association of Elementary School Principals
1615 Duke Street
Alexandria, Virginia 22314-3483

American Association of School Personnel Administrators
6483 Tanglewood Lane
Seven Hills, Ohio 44131

National School Boards Association
1680 Duke Street
Alexandria, Virginia 22314

Placement Services
University of Idaho, Moscow, Idaho 83843
Idaho State University, Pocatello, Idaho 83209
College of Idaho, Caldwell, Idaho 83605

EXAMPLES OF INTERVIEW QUESTIONS AND DISCUSSION STATEMENTS

Compiled by

Dr. Roger L. Reynoldson
University of Idaho, Boise Center

1. What unique qualities do you possess that we should consider?

2. What do you know about our school district?

3. Please share your thoughts and opinions regarding:
   - traditional education
   - large-group instruction
   - small-group instruction
   - effective schools research
   - at risk youth
   - education of the handicapped

4. How would you provide for the individualization of instruction?

5. What is your philosophy of education?

6. How would you structure the administrative team in administering the school district?

7. What is your concept of the role of the superintendent in relation to fellow administrators, and other certified staff members?

8. Can you conceptualize educational programs and facilities in the year 2001? What might they be like?

9. What planning strategies would you utilize to determine needs, short term and long term goals and objectives for the district?

10. How would you handle controversial issues as they emerge within the district and/or school?

11. What are your plans for furthering your professional development?

12. Please react to the position description prepared for the position for which you are applying?

13. How would you utilize the findings of effective schools in administering school and/or district?

"Where the Rubber Meets the Road"

Specific steps in the selection process

Resume's

Interviewing strategies

Advertising the position

Recruitment and selection timelines

Screening and selection checklists

Compiled by

Dr. Richard Bauscher, Superintendent of Schools
Kimberly, Idaho

14. How do you plan to ensure positive school community relations within the district?

15. What type of support do you expect from the board of trustees in carrying out your administrative responsibilities?

16. Can you tell us about the methods you might use to maintain and strengthen communications among:

- teachers
- parents
- students
- school trustees
- classified personnel
- patrons

17. Tell us a little about the methods that you would use to differentiate between effective and ineffective teaching? administration?

18. How do you expect the board of trustees to evaluate your performance?

19. What strategies would you utilize with your staff in the development, improvement, and modification of curriculum within the district?

20. What approaches would you utilize with your staff in the development, improvement, and modification of curriculum within the district?

21. What approaches would you utilize in conducting negotiations? an adversarial model, a collaborative model? other? What should be the role of the superintendent? the principal?

22. How much involvement should administrators have in community organizations, activities, and events?

23. How do you differentiate supervision from evaluation? Leadership from management?

Kimberly Public Schools

Education - Key to the Future

Dr. Richard H. Bauscher
Superintendent of Schools
Phone: (208) 423-4179

P.O. Box 615
141 Center Street West
Kimberly, Idaho 83341

Developing Policies

Step 1. Agree on your general aims for the schools and principals in your jurisdiction.
- Consult district, diocese, or governing body.
- Consult teachers, students, parents, and community concerning what kind of principal they want and need.

Establishing a Pool

Step 2. Determine what kind of preservice preparation is available and what kind is necessary.
- Check on programs at local universities, or
- consider initiating or developing one of your own.

Step 3. Determine certification requirements and procedures.

Step 4. Prepare qualified potential principals via apprenticeships, internships, and mentoring.

Formal Selection Procedures

Step 5. Advertise the vacancy widely among qualified potential applicants.

Step 6. Assess candidates' skills using the selection methods best calculated to discover information that you need.

Step 7. Choose a new principal based on all relevant, valid information.

Post-Hiring Activities

Step 8. Provide orientation for new principals, enabling them to meet members of the community, get to know their peers, and understand the nature and history of the school and community.

Step 9. Develop long-term programs that give principals multiple opportunities to develop their professional skills and enlarge their peer network.

Step 10. Appraise principals according to the selection criteria used to hire them, providing constructive feedback on their performance, and helping them improve via conferences, coaching, networking, and special training.

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SELECTION/RETENTION OF A SCHOOL ADMINISTRATOR

MATCHING THE RIGHT ADMINISTRATOR WITH THE RIGHT SCHOOL DISTRICT SOUNDS EASIER THAN IT IS! ONLY A COMPREHENSIVE SELECTION PROCESS MAKES THIS DECEPTIVELY SIMPLE MATCH POSSIBLE. WITHOUT A SIZABLE POOL OF WELL TRAINED CANDIDATES, SELECTORS WILL HAVE TOO FEW EXPERIENCED APPLICANTS FROM WHOM TO CHOOSE. UNLESS THE SELECTION PROCESS INCLUDES WELL DEVELOPED PROCEDURES FOR ORIENTING AND SUPPORTING THESE SCHOOL ADMINISTRATORS, THOSE CHOSEN MAY WITHER ON THE VINE. IF HE/SHE IS NOT OFFERED OPPORTUNITIES FOR PROFESSIONAL ENRICHMENT AND NETWORKING, EVEN THE "RIGHT" PERSON MAY NEVER, NEVER ACHIEVE HIS/HER FULL POTENTIAL.

RHB/ss
1988

THE COLLEGE OF IDAHO

The Resume

Starting almost every sentence with a verb or action word is probably the *greatest secret of effective resume writing*!

Another effective technique to employ in developing the experience section of your resume is to use quantitative descriptions when these serve to highlight your experience and contributions. Consider the following:

Wrong	I managed the Corporate Accounting Department.
Right	Managed Corporate Accounting Department of 50 professionals with $1.5 million budget accountability.
Wrong	I developed a new equipment design that saved the company a lot of money.
Right	Developed new wrapping-equipment design resulting in $2 million company savings in 1981 alone.
Wrong	I helped to develop a new shipping system that saved a lot of shipping time.
Right	Participated in development of new shipping system saving over 500,000 hours of labor annually—a $1.5 million savings in 1979 alone.

RICHARD H. BAUSCHER

508 Gem Drive Route #2
Kimberly, ID 83341
Telephone (208) 423-6273

PERSONAL — Married — Two Children — 34 Years Old

PROFESSIONAL OBJECTIVE — School Superintendent
Ultimate goal - Higher Education Administrator

EDUCATION

Ed.D., (Educational Administration) Washington State University, 1984
M.Ed., (School Administration) The College of Idaho, 1977
M.Ed., (Guidance and Counseling) The College of Idaho, 1977
B.A., (Biological Sciences and Physical Education) The College of Idaho, 1975. (Graduated with honors)
Certificates:
- Idaho Standard Secondary
- Idaho Pupil Personnel Services
- Idaho Secondary Principal
- Idaho Superintendent
- Washington Continuing Teacher
- Washington Secondary Principal
- Washington Superintendent

EXPERIENCE

Kimberly School District (1,000 students)
1984 to Present — Superintendent. Serving as the chief school executive for the district. Developing and initiating positive educational programs. Responsible for district financial planning, operation, policy development, budgeting and reporting. Providing long range planning with development for innovative educational programs commensurate with district resources.

Pullman School District (2,700 students)
1983 to 1984 — Assistant Superintendent. Responsible for the support and encouragement of principals and teachers. Assisted in building a strong staff and program development process. Developed inservice training for all certificated and classified personnel. Provided leadership as a district representative, supervised the yearly citizens' advisory committee and shared district responsibilities with the Superintendent.

Washington State University (17,500 students)
1981 to 1983 — Teaching Assistantship. For undergraduates. Taught education and and physical education courses. Held numerous leadership roles and conducted field work in public schools throughout Idaho, Oregon, Utah, and Washington.

Cassia County School District (5,000 students)
1979 to 1981 — Principal. For grades 7-12. Formulated criteria for staff selection, training, supervision and evaluation. Initiated annual staff workshops and projects assigned by the School Superintendent. Implemented a yearly budget, handled all monetary funding and wrote grants to receive special project money. Handled all discipline, attendance and developed the master class schedule.
Athletic Director. For grades 7-12. Assigned and evaluated all athletic coaches and extracurricular physical education personnel.

Melba School District (750 students)

1978 to 1979 — Assistant Principal. For grades 7-12. Worked with the Principal in maintaining discipline and dealt with special cases. Supervised student attendance. Served with parent, faculty and student groups in advancing educational activities.
Counselor. For grades 1-12. Developed the master class schedule, administered testing programs, arranged scholarships, enrolled new students, figured GPA's and did individual counseling.
Teacher. Junior High School. Taught mathematics classes.

Melba School District

1977 to 1978 — Teacher. In the Junior High School. Taught mathematics and history. Organized a reading improvement class.
Assistant Football Coach. For the High School team.
Head Football Coach. For the Junior High School team.
Rodeo Club Advisor. For the High School team.

The College of Idaho (1,000 students)

1975 to 1977 — Facilities Coordinator. In the Student Personnel Office. Controlled the use of all facilities, supervised event scheduling and worked with Deans on special projects.
Assistant Basketball Coach. For the varsity team.
Counseling Practicum. Counseled and advised unemployed people at the Idaho Department of Employment.

ORGANIZATIONAL MEMBERSHIPS

Intercollegiate Knights' Honorary Service Organization
National Organization on Legal Problems of Education
American Association of School Administrators
Idaho School Superintendents' Association
Idaho Administrators' Project Leadership
Phi Delta Kappa (Educational Service Organization)
Region IV Superintendents' Association
Idaho School Boards' Association
Idaho Officials' Association
Chamber of Commerce
Elks

BACKGROUND

Member of State Financial Task Force. Member of Idaho High School Activities Endowment Board. Member of State Executive Development Committee. Presenter at 1986 and 1988 Idaho School Boards' Convention and National School Boards' Convention. President of Fourth District Activities Board of Control. President of Kimberly Chamber of Commerce. Member Idaho Administrators' Advisory Committee. Adjunct professor of Graduate Studies, The College of Idaho. Received 1988 Outstanding Community Service award for Twin Falls County. Nominated 1987 Chamber Person of the Year. Northwest Accreditation Committee Officer. Received Outstanding Young Men in America award. Chairman 1986 Kimberly Good Neighbor Day Parade. An Idaho native who has traveled extensively making educational presentations.

INTERESTS

Primarily interested in outdoor activities, athletics, service organizations, working with people, and an articulate advocate for education.

REFERENCES

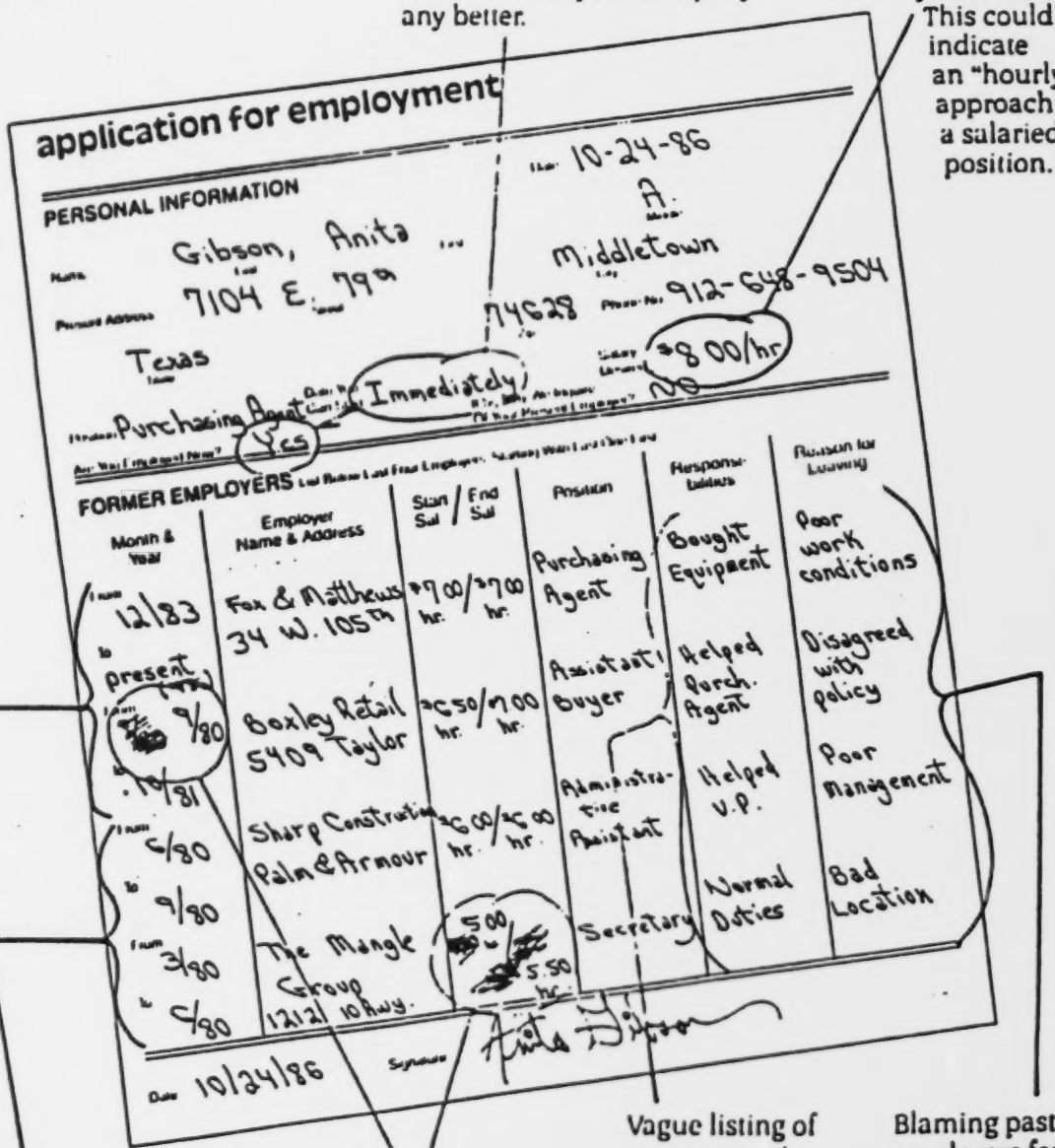
Credentials and references on file at the Education Placement Offices: The College of Idaho - Caldwell, ID 83605
Washington State University - Pullman, WA 99164-4120

Would you hire this applicant?

Gaps in employment . . . could indicate health problems or "short-lived" jobs the applicant doesn't want to talk about.

Date of availability too close to application date . . . if the applicant is currently employed, they'll be leaving their employer with no notice, and probably wouldn't treat your company any better.

Salary . . . does the figure the applicant quoted agree with the type of job you're filling? This could indicate an "hourly" approach to a salaried position.



Frequent job changes . . . may indicate these applicants are "job hoppers" or else unsure about the kind of job they really want.

Multiple scratch outs . . . applicant may be adjusting information to appear more credible

Vague listing of past responsibilities . . . may mean applicants are hiding the fact they don't have the qualifications you're looking for.

Blaming past employers for job dissatisfaction . . . may indicate an attitude problem or the inability to work well with people.

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. Richard H. Bauscher
ıperintendent of Schools
ıone: (208) 423-4170

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SUCCESSFUL INTERVIEWING

ere are 15 specific strategies that will improve your interviewing echnique.

1. Screen carefully. If necessary, use the phone to conduct mini-interviews to cut down the field.

2. Have a plan. Pinpoint specific aspects of the resume you want to cover. Tailor your questions to the individual.

3. Follow a logical sequence. Start with the more concrete aspects of the previous job, gradually more into specific qualities. Avoid two common mistakes: failure to offer an overview of what the interview is meant to accomplish, and revealing too many details about the position early in the interview.

4. Create a proper interview environment. Don't allow interruptions. Hang out a Do Not Disturb sign during the interview. Avoid double-teaming the applicant. One on one is best under most circumstances.

5. Put the candidate at ease. Establish a rapport. Greet the person in the waiting room, don't have them ushered in as if to a royal audience. Talk around a coffee table, not over a desk.

6. Let the candidate do the talking. Rule of thumb: interviewer doesn't talk more than a third of the time.

. Perfect your questioning techniques. How you ask questions is as important as what you ask. In general, avoid closed-end, leading, loaded and multiple questions. Use hypothetical ones strategically. Emphasize open-end questions.

Become a better listener. Actively focus on candidate responses. Give feedback. Hear not only what's being said, but how. Use silence to indicate you want a point clarified or elaborated on.

. Keep your reactions to yourself. Don't show emotion or challenge points.

. Stay in control. Always shift the focus back to the candidate and the

1. Take notes. It's not rude if you do it judiciously. Just record essentials.

2. Don't oversell the position. Be frank about salary and career potential. But don't spend a lot of time on either topic.

3. Conclude the interview on an appropriate note. Tell the "no's" you'll get back to them, express an interest in the "possibles", and tell the top contenders that they are. But don't make any promises to anyone.

4. Write an interview summary. Right after the interview, while your reactions are still fresh. Just a brief evaluation.

5. Learn from experience. Ask yourself questions like:

   - Did you probe deeply enough into important areas?

   - What specific aspect of the interview do you think you could handle better next time?

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PSYCHOLOGISTS' ADVICE ON THE HIRING INTERVIEW

en warnings signals an interviewer should be alert for:

1. Inconsistent answers by a candidate, such as saying at one time that he loves his job and at another that his boss is impossible.

2. Inconsistencies between what he says and what he does, or has done. He may say that he is ambitious and career-oriented, but his job history may show that he is content to muddle along.

3. Abrasiveness or any other personality quirk that makes the interviewer uncomfortable.

4. Evasiveness.

5. A pattern of unhappiness in former jobs.

6. Psychopathic personality, which might show up in a pattern of taking advantage of other people, to get revenge on the world.

7. Split personality, which might show up as a dullness in responding to questions.

8. A candidate who blames others for all his troubles.

9. One who tries to take charge of the interview by attempting to dominate the interviewer or by turning the questioning in a different direction.

0. One who admits to patterns of deceit - habitually fooling people at work and elsewhere.

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Getting the Best: The Interview Process

Everybody wants the best. However, close scrutiny of credentials alone will not ensure the hiring of outstanding teachers. People need to see and meet other people in order to make assessments about the "goodness of fit," to borrow the lingo of statisticians. Interviews are the means whereby paper and people meld.

Conduct of Interviews

It is in the best interests of the school system to conduct interviews of a thorough, searching, open, and frank order. It is the expressed intention of the Board of Education to hire the *best* possible candidate for each position, irrespective of pressures which might operate to favor one candidate over another. The following may be of assistance in conduct of interviews:

- Candidates should have far better than acceptable undergraduate and graduate transcripts. One would, of course, prefer to have every candidate with an outstanding transcript. However, other factors may enter into favorable impressions; and candidates with sound, al-

from
the desk of
RICHARD H. BAUSCHER

though not necessarily outstanding, academic achievement should continue to be considered along the interview process.

- Of special significance, however, should be very high achievement in any candidate's area of specialization, e.g., grades in science for a teacher in science.
- The candidate should clearly demonstrate oral mastery of the English language and credentials should be examined for ability to communicate well in writing also.
- Interviewers should not content themselves with superficial questions but probe candidates' detailed knowledge of their teaching field(s) as well as broad general academic background.
- Mastery of methodology and disciplinary techniques should also not be ignored.
- Ability to relate well to students and adults should be determined.
- At all times the candidate should be made to feel comfortable, welcome, and at ease.
- Wherever possible, questions that relate to specific situations at a specific school should be offered to the candidate for reaction.

Pitfalls in the Interview

Teacher candidates expect to be asked questions when being interviewed (except, of course, illegal ones or ones that invade privacy). Unfortunately, candidates are sometimes disappointed, even angered, by such cavalier behavior of the interviewer as the following:

- The interview begins late because the administrator got "tied up."
- Questions asked are ephemeral, strictly procedural, and unchallenging.
- The interviewer spends the greater part of the session lecturing on his/her philosophy of education with no opportunity for rebuttal or exchange.

- The interviewer fails to read the candidate's application and supporting credentials prior to the interview, and then asks needless questions clearly answered in the paperwork submitted.
- The interviewer is bored with the whole process and shows it.
- Having been asked a basic question about the nature of the teaching assignment, the interviewer apologizes for not knowing exactly what the job entails.
- The interviewer fails to inform the candidate on details of how and when the position will be filled and the method by which successful and unsuccessful candidates will be notified.
- The interview ends on an abrasive "Don't-call-us-we'll-call-you" note, poisoning what might otherwise have been a reciprocally pleasant experience.

Interviewers are well advised to *think* like candidates, anticipating their emotions and tensions, if they wish to recruit *outstanding* people for their schools. If the candidates are truly outstanding, they will surely have multiple offers; their decision may well be based on how they were treated during the interview.

Interview Questions: Elicit the Explicit

Good interviewing, like good teaching, embraces the idea of moving from the known to the unknown, from the simple to the complex. Interviews should allow the candidate opening familiarity -- easy responses, perhaps about themselves – and move quickly to more rugged terrain. Regrettably, many interviews never leave easily traversed meadows for the more challenging mountains of intellectual questioning that stretches the candidate.

Opening questions at interviews tend to deal with biographical information and the candidate's aspirations. Such questions have lubrication value; they ease strangers into familiarity. But once a firm footing is in place, such questions should be abandoned quickly.

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SET THE CLIMATE

1. Introduction
2. Small Talk

BRIEF EXPLANATION OF JOB (if needed)

Go into more detail at the end of the interview.

OPENING THE INTERVIEW

1. Benefit Statement
2. Interview Outline

CHECK APPLICATION

Make sure everything is filled out (i.e. social security number, signature on back).
Does the applicant have the minimum qualifications for the job?

QUESTIONING

1. Directive Questions
   a. When non-directive questions fail
   b. When the applicant is not giving adequate information
2. Non-directive Questions
   a. When the applicant is freely giving information
   b. To lead into areas to explore
   c. To question the applicant more deeply to obtain additional information on the effect

REINFORCING

1. Indicate understanding and/or
2. Show acceptance

HANDLING SPECIAL PROBLEMS

1. Acknowledge the comment
2. Return to the desired topic

HANDLING THE APPLICANT'S QUESTIONS

1. Summarize the interview (briefly)
2. Ask for questions

CLOSING THE INTERVIEW

1. Summarize the applicant's strengths (a few)
2. State an action plan

"If there is any one secret to success, it lies in the ability to get the other person's point of view and see things from his angle as well as from your own."

—Henry Ford

From the desk of

Kimberly Public Schools

Education - Key to the Future

Dr. Richard H. Bauscher
Superintendent of Schools
Phone: (208) 423-4179

P.O. Box 615
141 Center Street West
Kimberly, Idaho 83341

March 1988

Dear Administrative Applicant:

In response to your inquiry regarding the vacancy for the position of High School Principal in our School District, it would be appropriate to provide information relative to the Kimberly School District and its location:

Our School District is located approximately five miles east of Twin Falls, Idaho. Twin Falls has a population of 26,000 people. The city of Kimberly has a population of 2,600 people.

Kimberly is located within close proximity of several recreational areas which include: Sun Valley Ski Resort (1½ hours north of Twin Falls); Jackpot, Nevada--sometimes referred to as a mini Las Vegas (1 hour south of Twin Falls; Boise (2½ hours west of Kimberly); Sligars, Miracle, and Banbury Hot Springs (short driving distances from Kimberly); Twin Falls Golf and Country Club (short driving distance from Kimberly).

The Kimberly School District 414 is dedicated to offering patrons of the District a quality education in both instructional and support service. The vocational, special services, community, and academic programs have been developed with care and consideration for the students of the community. The District also has offerings in music, speech, debate, activity/athletic programs, and a host of other comprehensive educational programs.

Each application will be given careful consideration. Please understand, however, that applicants need to follow the application process outlined in the attachment in order to be given full consideration.

Sincerely,

Dr. Richard H. Bauscher
Superintendent of Schools

RHB/ss

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Kimberly, Idaho 83341

March 1988

The Kimberly School District 414 is announcing a vacancy for the position of High School Principal. This position will become available beginning with the 1988-89 school year.

The following shall indicate qualifications for the above mentioned position along with other pertinent information.

QUALIFICATIONS

1. Must possess or qualify for an Idaho State Administrator's Certificate (Principal's Credential) at the appropriate level. Information regarding certification requirements may be obtained by contacting the Idaho State Department of Education, Certification Division, Boise, Idaho 83720 [telephone: (208) 334-3475].

2. Experience as a teacher and/or administrator at the high school level.

3. Evidence of strong disciplinary background relating to high school students.

4. Skills pertaining to: Curriculum Improvement; Organizational Development; Communication; Staff and Public Relations.

INFORMATION REQUIRED

1. Letter of interest explaining "why" the position is being sought.

2. Completed application. Applications may be obtained by contacting the Kimberly School District 414, P.O. Box 615, 141 Center Street West, Kimberly, Idaho 83341.

3. Updated copy of a professional resume.

4. Current set of university or college transcripts.

5. Current university or college placement file, completed with updated references.

TIMELINES

Opening Date ..... February 29, 1988

Closing Date ..... March 25, 1988

Screening of Initial Finalists ..... April 4-8, 1988

Finalists Interviewed ..... April 11-15, 1988

Selection of Candidate ..... April 18, 1988

Recommendation to School Board for Hire ..... April 21, 1988

PLEASE NOTE: THE ABOVE TIMELINES ARE ONLY ESTABLISHED AS A GUIDE BY WHICH TO FOLLOW. FINAL SELECTION OF THE SUCCESSFUL CANDIDATE AND SUBSEQUENT RECOMMENDATION TO THE BOARD OF TRUSTEES FOR HIRE IS SUBJECT TO CHANGE!

SALARY

Salary is commensurate upon background and experience.

INQUIRIES

All forms of communication with respect to this vacancy should be directed to the following individual:

Dr. Richard H. Bauscher
Superintendent of Schools
Kimberly School District 414
P.O. Box 615
141 Center Street West
Kimberly, ID 83341
(208) 423-4179 or 423-4170

***** APPLICATION COMPLETION DEADLINE *****

*** March 25, 1988 ***

Applicant's Packet	Date Requested	Date Sent	Date Returned	Recommend. Sent	Recommend. Ret.
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

Kimberly Public Schools

Education - Key to the Future

APPLICANT MATERIALS SCREENING CHECKLIST

Applicant Name _____ Date _____

	YES	NO
A. Minimum Qualifications		
1. Minimum of Three Years High School Teaching	_____	_____
2. Masters Degree (in education)	_____	_____
3. Idaho Secondary Principal Certificate(s)	_____	_____
4. Administrative Experience	_____	years
5. Applicant Meets Minimum Qualification Criteria	_____	_____
B. Application Components		
1. Application Letter	_____	_____
2. Resume	_____	_____
3. Application Form	_____	_____
4. Transcript(s)	_____	_____
5. Placement File	_____	_____
6. Additional References If yes, how many? _____	_____	_____
7. Were the Following Addressed in Number 1 Above:		
a. Disciplinary Background	_____	_____
b. Curriculum Improvement	_____	_____
c. Public Relations	_____	_____
8. Application Process Is Complete	_____	_____

Comments:

RHB/ss
1988

Kimberly Public Schools

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Dr. Richard H. Bauscher
Superintendent of Schools
Phone: (208) 423-4179

P.O. Box 615
141 Center Street West
Kimberly, Idaho 83341

March 16, 1988

TO: School Board Members
FROM: Dr. Bauscher
SUBJECT: High School Principal Selection Committee

The timeline has been established and was sent to you earlier. A copy of the advertising was included in your board packets. I would like your approval in the appointment of the following committee:

Application Screening Committee

Chairman	Rich Bauscher
Board Representative	Weldon Shuman
Administrative Representative	Dick Rees
Faculty Representative	Mari Calhoun
PTSO Representatives	Janaye Maier Dan Stokes

Selection and Interview Committee

Chairman	Rich Bauscher
Board Representative	Weldon Shuman
Administrative Representative	Dick Rees
Faculty Representative	Mari Calhoun

I am planning to personally visit the schools of the top two candidates, if it is at all possible.

If you have any questions or concerns with these recommendations, please give me a call.

RHB/ss

Kimberly Public Schools

RECOMMENDATION BLANK

Education - Key to the Future

TO: _____

DATE: _____

We would appreciate having you complete this form, if possible, prior to _____ (Date) by giving us your most candid opinion of _____, who has applied for the position of _____ with the Kimberly School District 414.

Your reply will be kept strictly confidential. Thank you very much for your time and assistance.

Check each of the items below in the four groups.

	Outstanding	Average	Below Average	Did Not Observe
PERSONAL QUALITIES:				
1. Character				
2. Reputation				
3. General Appearance				
4. Health				
5. Initiative and Self Reliance				
6. Tact				
7. Voice				
PROFESSIONAL & SOCIAL TRAITS:				
1. Understanding of Children				
2. Cooperation and Loyalty				
3. Professional Interest and Growth				
4. Scholarship				
5. Use of Proper English				
6. Interest in General School Activities				
7. Social Balance				
8. Community Involvement				
SCHOOL MANAGEMENT:				
1. Discipline				
2. Interest in Pupils				
3. Care of Room/Facilities				
4. Attention to Reports Records, etc.				
5. Administrative Ability				

GENERAL QUESTIONS

1. Have you personally observed this candidate's teaching?
   ___YES ___NO

2. In what capacity, and how long have you known this candidate?

   _____

   _____

   _____

3. Dates this candidate was under your supervision.

   From _____ to _____

4. Is the candidate open-minded and receptive to suggestions and change?
   ___YES ___NO

5. Is this candidate eligible for rehire in your district?
   ___YES ___NO

6. If this candidate was reapplying in your district for a similar position, would you hire him/her?
   ___YES ___NO

COMMENTS: _____

_____

_____

_____

TECHNIQUE OF TEACHING:

1. Daily Preparation
2. Motivation of Work
3. Standard of Recitation
4. Attention to Individual Need of Pupils

	Outstanding	Average	Below Average	Did Not Observe

7. Does the candidate have any physical, moral, mental, or social peculiarities or habits that would hinder his/her performance in the position for which the candidate is applying?

___YES ___NO

Overall Rating: _____

GENERAL REMARKS OR EXPLANATIONS: _____

_____

_____

_____

_____

_____

_____

Your Present Position _____ Print Name _____

Company or Institution _____ Signature _____

Address _____

_____

Date _____ Phone #: Business: _____

Home: _____

RHB/svu
3-30-87

Kimberly Public Schools

Education - Key to the Future

HIGH SCHOOL PRINCIPAL
SCREENING INSTRUMENT

Applicant Name: _____ Date: _____

Screener: _____

Each of the following questions may be given points from 0 to 2.

____ 1. EDUCATION/FORMAL TRAINING

0 = Little/No advanced training (especially if not in an Idaho institution)

1 = Masters Degree or equivalent

2 = Masters Degree and more (Specialist)

Comments: _____

_____

____ 2. EXPERIENCE:

0 = Little/No experience (either in the classroom and/or in secondary administration)

1 = Several years experience (both in the classroom and in secondary administration)

2 = Many years experience (three years minimum in both the classroom and in secondary administration)

Comments: _____

_____

____ 3. LEADERSHIP QUALITIES:

0 = Few, if any, identified

1 = Average qualities, with some extra experiences identified

2 = Outstanding traits, with unique qualities identified

Comments: _____

_____

High School Principal Screening Instrument
Page 2

_____ 4. DISCIPLINARY EXPERIENCE:

0 = No reference or little experience (as a school administrator)

1 = Some experience and exhibits use of a reliable system/process

2 = Much experience and reveals evidence of a proven system/process

Comments: _____

_____

_____ 5. CURRICULUM IMPROVEMENT:

0 = No reference or little experience (as a school administrator)

1 = Some experience and exhibits curricular ideas and programs

2 = Much experience and reveals evidence of strong curricular program(s)

Comments: _____

_____

_____ 6. PUBLIC/STAFF RELATIONS:

0 = No reference or little experience (as a school administrator)

1 = Some experience and appears to possess good public relation qualities

2 = Much experience and evidence of possessing excellent public relation qualities

Comments: _____

_____

_____ 7. RECOMMENDATIONS:

0 = Weak recommendations (classroom, training, and/or administration performance)

1 = Average recommendations (classroom, training, and/or administration performance)

2 = Very strong recommendations (classroom, training, and/or administration performance)

Comments: _____

_____

High School Principal Screening Instrument
Page 3

_____ 8. INTANGIBLES:

0 = Areas of concern or weakness in some other area(s) not specifically addressed thus far

1 = Several additional areas of strength identified in the application documents

2 = Many areas of strength, innate ability, and leadership identified in the application documents

Comments: _____

_____

OVERALL CONCLUSION(S): _____

_____

_____

_____

TOTAL POINTS [ ] (16 possible)

I recommend that this applicant be considered as one of the top five finalists (which will then be considered further by receiving an interview). YES NO

RHB/ss
3/88

Kimberly Public Schools

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HIGH SCHOOL PRINCIPAL SELECTION

Dr. Richard H. Bauscher
Superintendent of Schools
Phone: (208) 423-4179

P.O. Box 615
141 Center Street West
Kimberly, Idaho 83341

Selection Committee Rankings
(In Rank Order)

W. Shuman	D. Stokes	M. Calhoun
1st	1st	1st
2nd	2nd	2nd
3rd	3rd	3rd
4th	4th	4th
5th	5th	5th
6th	6th	6th
7th	7th	7th
8th	8th	8th
9th	9th	9th
10th	10th	10th

R. Bauscher	J. Maier	D. Rees
1st	1st	1st
2nd	2nd	2nd
3rd	3rd	3rd
4th	4th	4th
5th	5th	5th
6th	6th	6th
7th	7th	7th
8th	8th	8th
9th	9th	9th
10th	10th	10th

FINALISTS TO BE INTERVIEWED
(In unranked order)

* _____
* _____
* _____
* _____
* _____
* _____
* _____

POINT VALUE = 10 POINTS FOR FIRST PLACE TO 0 POINTS FOR NO PLACING ON A LIST